

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program		
Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	<p>Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2014 JAN 23 PM 3:15 DOCUMENT CONTROL CENTER </div>
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Por Vida Academy	Vendor ID # 74-2792474	Mailing address line 1 1135 Mission Road	
Mailing address line 2	City San Antonio	State TX	ZIP Code 78210
County- District # 015801	Campus number and name 001	ESC Region # 20	US Congressional District # 20
			DUNS # 141062718

Primary Contact

First name Joseph	M.I. G	Last name Rendon	Title Superintendent
Telephone # 2105329161	Email address jrendon@por-vida.org		FAX # 2105335612

Secondary Contact

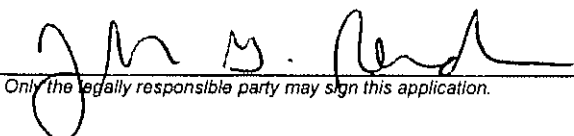
First name Marlene	M.I.	Last name Ramirez	Title Vice-Principal
Telephone # 2105329161	Email address mr Ramirez@por-vida.org		FAX # 2105335612

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Joseph	M.I. G	Last name Rendon	Title Superintendent
Telephone # 2105329161	Email address jrendon@por-vida.org		FAX # 2105335612
Signature (blue ink preferred)			Date signed



Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 015801

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015801

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015801

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☐ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 015801

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 015801

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015801

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Por Vida (PVA) District is requesting funding from the Texas Education Agency's Educator Excellence Innovative Program (EEIP) to provide additional personnel and compensation to address the needs of our 95% at-risk student population. This request has been developed with input from teachers, teacher leaders, interventionists, and administrators. PVA's EEIP is, as required, a comprehensive, holistic approach for improving educator quality and effectiveness through: a) the comprehensive Educator Effectiveness Process (EEP), which is our existing teacher monitoring and development process, b) creating an effective induction, mentoring, and compensation program to improve educator retention, and c) re-designing recruitment and hiring practices.

This application for funding will provide us the opportunity to implement a Recruitment, Induction, and Mentorship program which will not only provide our teachers with an incentive package that will supplement their salary, but help us recruit more effective teachers. We will be able to compensate for our inability to compete with the salaries of larger districts, based on teacher effectiveness.

Historically, the academic performance of our students is much lower than the state average. A large percentage of our students are unable to read higher than 5th grade, with many reading more than two grade levels below that. Since we do not have feeder schools, or deny enrollment to anyone, we are deemed with the task of not only catching them up, but providing them with the instruction necessary to pass the state assessments. These funds, if approved, will allow us to equip each school with four instructional aides, one per content area. This aid will provide the teachers with the necessary support to ensure we meet all student needs. Also, the funding will allow us to apply our comprehensive approach to strategic compensation that not only relies on a typical payout for performance, but includes an aligned system where effectiveness is based upon an innovatively-designed "human capital management system" where student, educator, and school-wide performance is weighted along with factors including individual educator goals, mid-year formative TEKS-aligned assessments, and summative TEKS-aligned assessments.

Management Plan – The EEIP grant program will be overseen by the administrative team, which includes district principals, vice principals, and supervising teachers. These individuals will provide ongoing monitoring for the program to assure continued success of the program. Walkthroughs and classroom observations will provide formative and summative assessments of the program.

Induction and Mentoring Requirement – All EEIP program participants will attend an orientation, where they will be exposed to our district philosophy, which includes a willingness to work with all students, despite their past. We will introduce our character development programs, Joven Noble, Xinachtli, and the Boy's Town Model. Teachers will learn about our incentive package and retention bonus. We will introduce our teacher mentor model. All teachers, new or veteran, will participate in the EEIP program. With grant funds, we will hire a teacher supervisor per campus whose sole responsibility is to observe and develop teachers. All teachers will have an initial 90-day probationary period. During this time, they will attend professional development, implement what they have learned, and give presentations to peers on their experiences and newly-learned strategies. Teachers will be required to reflect on their classroom instruction and during bi-weekly meetings with the supervising teacher, instructors will share their reflection journals to explore their successes and needs in the classroom. These reflections will also provide the mentor and leadership team valuable insight into the decision-making and adaptability of the teacher. The mentor will document teacher performance and evaluate effectiveness. The first 30 days of the program implementation will consist of instructors teaching, reflecting, and refining their abilities. The mentor will meet with each teacher twice weekly to discuss observations, provide assistance, and review lessons.

At the end of the first 30 days, the mentor teacher will re-establish goals for the teacher to meet. At the end of 60 days of employment, the mentor will identify goals for the teacher to work on. Not only will they focus on areas of improvement, but also emphasize positive behaviors and strategies to continue. After the 90-day probationary period, the effectiveness of the teacher will be evaluated. Those teachers who are deemed effective and meeting/exceeding expectations will have their probationary status removed and will be eligible for the initial incentive. The teachers deemed ineffective or still needing improvement will be evaluated for termination or another opportunity to show improvement. Reflections and willingness to improve will be the most important aspect of this decision. If the teacher is given the opportunity to continue the probationary period after the initial 90 days, the teacher will have no more than 30 additional days to show growth. At this time, if the teacher continues to be determined as ineffective, the teacher will be replaced.

The teachers who are no longer on the probationary period will continue to be monitored weekly, and are eligible to receive scheduled incentives at 90-day intervals. Teachers who needed the additional 30 days are eligible for the 180-

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day incentive and other scheduled incentives. Teacher effectiveness will be evaluated through student growth, fidelity to the EEP process, and student evaluations. The teacher will be eligible for the retention bonus after completing at least 60 days the following school year. The mentor teacher would ideally have a master's degree in a concentration related to education, certification in a core content area, and at least 3 years of experience in the classroom. The candidate must provide the principal with performance appraisals for each year of experience, with at least 2 years being rated Exceeding Expectations. Their effectiveness and fidelity to the guidelines will be evaluated by the campus leadership team twice a year as well as through mentee evaluations.

Multiple Observations for teachers throughout the school year requirement – The Por Vida Leadership Team has determined the need for additional assistance with the Educator Effectiveness Process (EEP). EEP describes the informal observations of teachers as walkthroughs where all PVA teachers are trained on the Boston Collegiate Walk Through Protocol (BCP). The BCP rubric allows for a seamless flow of constructive support to all teachers because not only do teacher leaders conduct BCP walk-through observations and follow-ups but so do all (100%) of the educators using the system. The goals are detailed within this application for funding.

Formal Evaluation Process Requirement – The Educator Effectiveness Process (EEP) described within this narrative includes a comprehensive evaluation system that includes multiple evaluations. The number of yearly evaluations required are three per teacher and four per administrator. EEP includes announced and unannounced evaluations with either a pre-conference, post-conference, or both. EEP utilizes the EEP rubric for teacher and principal observations and the EEP rubric has been approved by the USDE Teacher Incentive Fund authorities and represents the research surrounding what represents effectiveness. The external evaluation agency, Wexford, Incorporated, will design a comprehensive evaluation and data plan. They will assist with collection of qualitative and quantitative data to provide continuous improvement.

Regular Collaboration Requirement – In the Educator Effectiveness Process (EEP), all teachers meet weekly within a unit of no more than eight (8) teachers per teacher leader. The unit trains on effective strategies and learn about using fidelity to the rubric to achieve greater student academic performance. Other weekly collaborative meetings include lesson planning sessions, data meetings, and staff meetings. Mentors will meet with their mentees twice a week.

Professional Development (PD) Requirement – Educators are required to participate in local, regional, and national professional development opportunities. Local PD is at the unit meeting and through teacher leaders and collaboration with other team members. Regional PD is available through the local Educational Service Center (ESC) at Region 20 and statewide conferences such as the Conference for the Advancement of Science Teaching (CAST) and the Conference for the Advancement of Mathematics Teaching (CAMT). National PD is available through Learning Forward, EEP, and the National Charter School Association. The focus of the professional development is driven by the teacher's needs, which are identified through observations and self-reflection.

Strategic Compensation Plan Requirement – Por Vida has developed a strategic compensation plan that includes incentive stipends for those agreeing to serve as mentors. For instructors, we propose a performance-based compensation that will reduce the disparity between the teacher's base salary in our school district and the salary schedule of surrounding school districts. Additionally, in order for us to have the opportunity to find a supervising teacher with the education and experience desired, we propose to allot funds for a base salary that is comparable to surrounding districts for teachers with similar qualifications. The proposed budget differentiates compensation in a fair and equitable manner, and includes provisions to reward the most effective educators with additional compensation. Further, it includes the employment of Instructional Aides who are necessary to help teachers meet the academic needs of the students.

Recruitment and Hiring Preferred – We will utilize a variety of methods to recruit effective teachers. We will offer a sign-on incentive package. The periodically-awarded incentives will be based on effectiveness throughout the year as well as include a retention bonus for returning the following year. In order to increase our applicant pool in number and quality, we will use print ads and internet job banks, as well as job fairs and community events. It is our goal to find the teachers that understand and have been successful with our population, or show the qualities we believe will be successful with the population. We will redevelop our screening and hiring process to be more holistic, not only looking at specific teaching abilities or qualifications, but also personality, ethics, and situational decision-making. We will explore applicants' beliefs about professional collaboration and cross-curricular instruction, as well as their beliefs about and strategies to deal with reluctant learners. We want our teachers to be able to think creatively and be proactive in their classroom management techniques. We will also discern the teacher's willingness to participate in extracurricular events and committees. We are also going to recruit and hire four (4) instructional aides at each of the district's three (3) schools that will provide support for teachers in each of the four (4) core content areas.

In conclusion, PVA is committed to adhering to all requirements set forth by the Texas Education Agency and will provide reports as requested by the Texas Education Agency. All funding and resources will be monitored by the Por Vida District's Chief Financial Officer and Lead Accountant to assure all funds are expended as described in the grant application. It is the intention of PVA to sustain the program after grant funding has ended.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 015801				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016									
Fund code: 429									
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)		Year 2 (9/1/14 – 8/31/16)		Total Budgeted Costs	Total Budgeted Costs	Total Budgeted Costs
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs			
Schedule #7	Payroll Costs (6100)	6100	\$780,500	\$	\$780,500	\$	\$	\$780,500	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$59,500	\$	\$59,500	\$	\$	\$59,500	\$
Schedule #9	Supplies and Materials (6300)	6300	\$5,000	\$	\$5,000	\$	\$	\$5,000	\$
Schedule #10	Other Operating Costs (6400)	6400	\$12,700	\$	\$12,700	\$	\$	\$12,700	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$	\$	\$	\$
Total direct costs:			\$	\$	\$	\$	\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$	N/A	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$857,700	\$	\$857,700	\$	\$	\$857,700	\$857,700
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1		Year 2				
			\$857,700		\$857,700				
Percentage limit on administrative costs established for the program (10%):			x .10		x .10				
Multiply and round down to the nearest whole dollar. Enter the result.			\$		\$				
This is the maximum amount allowable for administrative costs, including indirect costs:			\$		\$				

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Texas Education Agency Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015801			Amendment # (for amendments only):		
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2	
Academic/Instructional					
1 Teacher			\$	\$	
2 Educational aide- 4 per campus	12		\$300,000	300,000	
3 Tutor			\$	\$	
Program Management and Administration					
4 Project director			\$	\$	
5 Project coordinator			\$	\$	
6 Teacher facilitator			\$	\$	
7 Teacher supervisor- 1 per campus	3		\$150,000	150,000	
8 Secretary/administrative assistant			\$	\$	
9 Data entry clerk			\$	\$	
10 Grant accountant/bookkeeper			\$	\$	
11 Evaluator/evaluation specialist			\$	\$	
Auxiliary					
12 Counselor			\$	\$	
13 Social worker			\$	\$	
14 Community liaison/parent coordinator			\$	\$	
Other Employee Positions					
15 Teacher Recruitment/Mentoring/Retention Incentive- 20 teachers @ 10,000	20		\$200,000	\$200,000	
16 Title			\$	\$	
17 Title			\$	\$	
18	Subtotal employee costs:		\$	\$	
Substitute, Extra-Duty Pay, Benefits Costs					
19 6112 Substitute pay- 180 days@ 75.00			\$13,500	\$13,500	
20 6119 Professional staff extra-duty pay			\$	\$	
21 6121 Support staff extra-duty pay			\$	\$	
22 6140 Employee benefits @ 18%			\$117,000	117,000	
23 61XX Tuition remission (IHEs only)			\$	\$	
24	Subtotal substitute, extra-duty, benefits costs		\$130,500	130,500	
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$780,500	780,500	

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015801

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Accelerated Schools	<input type="checkbox"/>	\$39,500	\$39,500
2	Educator Effectiveness Process- CC College Prep Buy in	<input type="checkbox"/>	\$15,000	\$15,000
3	Evaluation- External WEXFORD, INC.	<input type="checkbox"/>	\$5,000	\$5,000
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$5000

\$5000

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Accelerated Schools Process		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service:			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs # of positions: UTSA-CAS	\$29,500	\$29,500
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$2,000	2,000
	Contractor's other operating costs	\$8,000	\$8,000
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$39,500	\$39,500

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 015801

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: Educator Effectiveness Process		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$10,000	\$10,000
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$5,000	\$5,000
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$15,000	\$15,000
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 015801

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$5,000	\$5,000	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$54,500	\$54,500	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) Grand total		\$59,500	\$59,500	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015801

Amendment number (for amendments only):

Expense Item Description

Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1				\$	\$	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$5,000	5,000
Grand total:						\$5,000	\$5,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 015801		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)		
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$12,700	\$12,700
Grand total:		\$12,700	\$12,700

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 015801

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds					
County-district number or vendor ID: 015801			Amendment # (for amendments only):		
Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.					
Total enrollment:			189		
Category	Number	Percentage	Category	Percentage	
African American	14	4.0%	Attendance rate	79.3%	
Hispanic	224	91.8%	Annual dropout rate (Gr 9-12)	22.9%	
White	15	4.2%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	27%	
Asian	0	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	1%	
Economically disadvantaged	296	84%	Students taking the ACT and/or SAT	20%	
Limited English proficient (LEP)	1	.3%	Average SAT score (number value, not a percentage)	715	
Disciplinary placements	0	0%	Average ACT score (number value, not a percentage)	NA	
Comments					
Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.					
Category	Number	Percentage	Category	Number	Percentage
African American	2	5%	No degree	0	0%
Hispanic	24	59.6%	Bachelor's degree	35.7	88.5%
White	13.3	33%	Master's degree	4.7	11.5%
Asian	1	2.5%	Doctorate	0	0%
1-5 years exp.	19.3	47.9%	Avg. salary, 1-5 years exp.	35,625	N/A
6-10 years exp.	7	17.4%	Avg. salary, 6-10 years exp.	37,427	N/A
11-20 years exp.	2	5%	Avg. salary, 11-20 years exp.	45,249	N/A
Over 20 years exp.	0	0%	Avg. salary, over 20 years exp.	0	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 015801

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school											88	90	103	72	353
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school											5	5	5	5	20
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015801

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Por Vida Academy District utilizes a yearly system to identify and prioritize needs. The District Leadership Team solicits input from stakeholders including each school's leaders, teacher leaders, parents, community leaders, Executive Teacher Leaders, and the Center for Accelerated Schools staff. The team is the superintendent, campus administrators, teacher leaders, and academic advisors. This team identifies the vision for the district as a whole.

Based on this tool, we ask shareholders to identify major needs in 6 areas: student achievement, culture/climate, staff quality, Curriculum and Instruction, family and community involvement, and school context/organization. This process is not only designed to increase stakeholders' commitment, but ensure utilization and follow through. The information gathered is analyzed to identify major concerns, identify and prioritize needs, and determine which data sources to utilize. Communication between the leadership team and stakeholders, regarding the final findings, are discussed at board meetings, community meetings, and staff meetings. Through surveys, questionnaires, and interviews, we ensure that we understand all perspectives. This allows shareholders to express concerns or solutions. Once stakeholders are on board, any new priorities are added to the District Plan. At this time, we also revisit prior initiatives and goals to further investigate where we can improve. Continuous monitoring, evaluation, and adaptation ensure fidelity to the District Plan.

During the next phase of needs assessment, the leadership from each of our three campuses examine the findings with their staff members to ensure each campus vision aligns with the district's. Therefore, each campus provides their stakeholders with an overview of the district needs. Our campuses use the district plan and their own findings from the CNA tool, to develop their campus plans and ensure that they align to the vision set forth by the district.

Our needs assessment process is focused on student needs. Teachers' effectiveness is analyzed for areas in need of improvement and needs prioritized based on student impact. 90% of our students are reading significantly below grade level, which affects all areas of their education. In math, our students struggle with basic arithmetic and most students do not know their multiplication tables or division. Although they have the opportunity to use the calculators, our students have difficulty using them effectively because they misunderstand how to utilize the foundational concepts appropriately.

Our campuses, grades 9-12, currently have no way of identifying students, prior to entry, who will need intense intervention. We have no feeder schools, which makes it difficult to have a real understanding of a student's performance prior to enrollment. The teacher to student ratio for our campuses, on average, is 20 to 1. We determined that adding instructional aides to each campus will not only lower the ratio of students per teacher, but allow for more individualized and small group, targeted intervention. Since we are continuously enrolling students, this will also allow us the opportunity to accurately screen new students to identify their present levels of TEKS-aligned performance, establish goals to increase that performance, and implement the intervention strategies set forth by teachers. Any teacher who is having difficulty will have more opportunities to receive the necessary training to increase effectiveness.

In order to find the most effective teachers, it is essential to be able to have more than one candidate per position to allow each school to hire the teachers they feel will be the most effective with their population. In order to find effective candidates, train them, and support them throughout the year, the need for a supervising teacher, whose sole responsibility is observing teachers and helping them grow in their professional practice, is necessary because the number of current staff members is inadequate to address that function full-time. This supervisor will mentor the new teachers, provide support in the classroom, and monitor the program implementation.

Currently we have weekly leadership team meetings where classroom observation results and concerns are discussed and a plan of action determined. With the addition of the teacher supervisor, we will have the opportunity to meet with teachers individually twice per week to communicate needs and reflect on their performance. Moreover, one recurring need in our district has been retention of teachers from year to year for various reasons, mainly due to monetary compensation relative to surrounding districts. Studies have shown that stability in teaching staff is important to student achievement. This grant, as proposed, will allow us to bridge any salary gaps versus surrounding school districts, so teachers are more likely to return year over year. Finally, our needs assessment helped identify that we have a need for all staff members to increase leadership skills, whether in the classroom, within the school, or within the district. It is our aim to identify the teachers that have the most potential to be a successful leader, and provide them the needed professional development to encourage this growth and their willingness to take on an increased level of responsibility and leadership.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015801

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	We have established that our students are performing significantly below grade level and do not possess the foundational skills needed for higher order thinking. Students are reading, on average, at 2 nd - 3 rd grade level, with approximately 5 higher than 5 th grade. In math, students are unable to multiply and divide which makes the higher level math concepts more difficult. Teachers need more assistance meeting our students' needs.	The grant would allow us to hire Instructional Aides, assigned to each campus by content area, which would allow for individual or small group targeted intervention. Instruction will be more individualized and differentiated to target the needs of all our students more effectively. The aide will facilitate the interventions identified by the teacher.
2.	Our teachers need more targeted professional development to increase effectiveness with our students. We have an older population of students, age 17 or older, that goes beyond the scope of typical teacher prep programs. Our teachers need to have the tools necessary to not only deal with the academic needs of the students, but also understand the impact of their social and emotional needs.	The EEIP grant would allow us to have opportunities available for teachers to attend professional development opportunities in areas of leadership and growth. It will allow for us to continue use of PD 360 after our EEP funding assisting the mentors in providing teachers the necessary resources to improve instruction.
3.	Historically, our school has had difficulty in the areas of recruitment, hiring, and retention of effective teachers with our population. Typically, an open position has very few applicants and therefore do not always have the most effective teachers to choose from.	The grant would allow us to provide the incentive and retention packages to assist in the recruitment, hiring, and retention of the most effective teachers as well as maintaining their growth/effectiveness. Having the opportunity to reach a larger teacher audience as well as establish a relationship between teacher preparation programs will allow us to not only have a larger applicant pool, but attract more experienced and effective teachers.
4.	Teachers are in need of increased levels of support in order to fulfill the requirements not only of the grant, but of other educational entities as well. Many teachers, in the early years of their career, need someone with more experience and expertise to assist with the more difficult students and not get discouraged. Daily observations are needed to make sure the necessary changes are being made to the teacher's repertoire.	The grant would allow us to hire a Teacher Supervisor that will focus on teacher development and monitoring. Without the grant, we would have difficulty recruiting an experienced teacher that would be able to assist our teachers with understanding their students, how to ensure positive growth, and how to incorporate the professional development opportunities into the classroom.
5.	A continuous need on our campus continues to be the leadership growth of teachers. We have identified that our staff members need more targeted leadership training to ensure professional leadership growth. In order to sustain the effects of this grant after the funding years, we will need to increase the leadership of all staff members so that they continue the mentorship process.	The grant would allow us to offer additional opportunities to our teachers to impact the school culture outside of their own classroom. The ability to serve on school committees fosters buy-in from the staff that improves morale. Teachers will have the opportunity to gain the necessary skills needed to sustain the program after the funding period is over.

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Schedule #14—Management Plan

County-district number or vendor ID: 015801

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Teacher Supervisor	Masters in a field related to Education. Certification in any core content area. More than three (3) years of effective teaching experience.
2.	Instructional Aides	High School diploma and 30 college hours.
3.	EEP Staff	Staff to be provided by Youth Empowerment Services.
4.	ASP Staff	Staff to be provided by the Accelerated Schools Program at the University of Texas San Antonio (UTSA).
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Recruitment efforts	1. Ads in newspaper, job banks	04/15/2014	05/15/2014
		2. Alternative Certification Program Candidates	04/15/2014	05/15/2014
		3. Interview prospective candidates	04/15/2014	05/15/2014
		4. Hire teachers	04/15/2014	05/15/2014
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Hire supervising teacher	1. Ads in newspaper, job banks	04/15/2014	05/15/2014
		2. Region 20 Alternative Principal Certification Program	04/15/2014	05/15/2014
		3. Interview prospective candidates	04/15/2014	05/15/2014
		4. Hire teachers	04/15/2014	05/15/2014
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Training all personnel	1. Orientation to district	06/01/2014	08/01/2014
		2. Orientation to EEIP	06/01/2014	08/01/2014
		3. Orientation to school	06/01/2014	08/01/2014
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Monitoring and developing	1. Daily walkthroughs	08/25/2014	06/08/2015
		2. Bi-weekly meetings with supervising teacher	08/25/2014	06/08/2015
		3. Weekly data analysis meetings	08/25/2014	06/08/2015
		4. Weekly lesson planning collaboration	08/25/2014	06/08/2015
		5. Ongoing professional development	08/25/2014	06/08/2015
5.	Reflect on success of the project	1. Reflect on effective measures	10/15/2014	06/08/2015
		2. Correct for ineffective measures	10/15/2014	06/08/2015
		3. Implement TINA process as necessary	10/15/2014	06/08/2015
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015801

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe process and procedures your organization currently has for monitoring attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district bases its management structure on the Total Quality Management model piloted at the American Productivity and Quality Center (APQC) in Houston, Texas. Through a data-feedback loop, the evaluation system will support continuous improvement. Based on this model, the project will be led by the Leadership Team (LT) comprised of the district Superintendent, with day-to-day implementation and management provided by the Teacher Supervisor. The LT will be responsible for the implementation of the project plan, on time and within budget. The LT will meet weekly. The LT will review outcome data and formative assessment data as part of a continuous improvement process. Any necessary changes to the EEIP design and plan, based on assessment data, will be presented to the LT for approval. The specific activities to be carried out by all participants will be finalized during the first month of funding and will be reviewed quarterly to determine any revised or new needs. Any suggested changes will flow through the LT. The district will ensure that the project is completed on time and within budget using an activity tasks list. This list will include the person responsible, start date, end date, the outcome measure, and the deliverable. Each activity owner, at LT meetings, will report project status. The district has a financial manager to manage all grant funds to ensure that expenditures are legal and for the purposes designated by the grant.

Outside the classroom, as it applies to campus-wide needs, the process for attaining goals and objectives begins with setting the goals and objectives via Campus Needs Assessment, which drives our Campus Improvement Plan. Each quarter, we revisit the goals we set and decide whether new goals are needed for the upcoming quarter. Monitoring is accomplished via keeping sign-in sheets and agendas from activities, as well as reflection during staff meetings and leadership team meetings of how well initiatives were implemented and received. If goals and objectives were not met, and they are still considered a priority, responsible personnel are reassigned and a conversation is held as to what assistance or resources are needed to meet the goal the following quarter.

Changes are communicated to staff and teachers via staff meetings. Changes are communicated to students at weekly assemblies. Changes are communicated to parents via School Reach messages and Open House nights. Changes are communicated to members of the community through postings on the district website. Inside the classroom, monitoring goals and objectives is accomplished through classroom walkthroughs, scores on various TEKS-aligned assessments, including the state standardized test(s). Teachers participate in conferences designed to make them aware of their areas of needed reinforcement. They may also be assigned to participate in targeted professional development opportunities. Teachers are assigned a status of "in need of assistance" if improvements are not observed.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PVA is committed to adhering to all requirements set forth by the Texas Education Agency and will provide reports as requested by the Texas Education Agency. All funding and resources will be monitored by the Por Vida District's Chief Financial Officer and Lead Accountant to assure all funds are expended as described in the grant application. It is the intention of PVA to sustain the program after grant funding has ended.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015801

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Student Focus Document	1.	Academic strengths and weaknesses are identified and targeted for improvement.
		2.	Strategies are addressed to target problem areas.
		3.	Up-to-date data/just in time, documenting TEKS mastery.
2.	Reflective Journal	1.	Improved success of whole group lessons (whole group)
		2.	Improvement of individual lessons (individual)
		3.	Improved delivery lessons (delivery)
3.	Teacher and Principal Observations and Evaluations	1.	Implementation of data driven and reflective instruction
		2.	Improved teacher and principal performance
		3.	Implementation of strategies suggested by mentor
4.	Analysis of individual PD through the WDES system	1.	Successful completion of identified PD
		2.	PD is directly linked to increased student achievement
		3.	Implementation of individual teacher and principal PD Growth Plans
5.	Survey processes, interview, focus groups, regarding mentoring program	1.	Retention of quality teachers
		2.	Seamless transition into the first and second year of teaching
		3.	Improved teacher morale, communication, and collegiality

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The external evaluation agency, Wexford Inc, has designed a comprehensive evaluation and data plan that is robust and cost effective and framed by the project goals and objectives. Project measures were aligned to EEIP program goals and developed with the Proposal Planning Group. The detailed data design will identify key benchmarks during the first 30 days of project implementation, align them with APQC (American Productivity Quality) standards, and will monitor these benchmarks to assess progress on meeting objectives. During this 30-day rapid startup, a detailed summative evaluation design will be developed to assess the likely contribution of the project to improve student outcomes identified in the performance measures. Wexford will collect, synthesize, and analyze both qualitative and quantitative data to track specific outcomes related to mentoring and induction, teacher and principal evaluation, recruiting and hiring, and professional development. An example, for the mentoring/induction goal, we will focus on the effectiveness in meeting the following objectives: retaining quality teachers; improving student achievement by improving teacher and principal performance; supporting a comprehensive system for strategic compensation and retention; and facilitating a seamless transition into the first year of teaching. In addition we will correlate each professional development activity and teacher evaluation milestone to student academic gains using the Wexford Data Evaluation System (WDES). The evaluation will be comprehensive and ongoing and include multiple criteria that are directly related to program goals and objectives. Program evaluation will involve program participants and other stakeholders such as partnership agencies to assure the quality and effectiveness of the program.

Quantitative and Qualitative data will be collected at regular intervals regarding all aspects of the project One example- the student focus document will be collected on Mondays for the prior week. This document will be shared in the data meetings with their mentor as well as the district department. The reflective journals will be completed weekly and reviewed by teacher mentor and discussed with leadership team and reviewed by the evaluator. Through a data-feedback loop, the evaluation will support continuous improvement using the methodology of the APQC based on Total Quality Management (TQM). This will allow the monitoring and review of all project information at regularly scheduled monthly Project Advisory Board meetings.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015801

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

All new teachers to the district, despite years of experience, will participate in our district mentorship program. The mentor will be selected based on various criteria. The mentor teacher will have at least a Master's degree in a concentration related to Education and a certification in one of the core content areas. The mentor would need to have at least three years of successful classroom experience as shown by prior performance appraisals. The mentor will receive a stipend of 2,000 dollars upon successful completion of their evaluation. Mentors and mentees will meet for at least thirty minutes, twice a week. The meeting will consist of a discussion of the teacher's performance as observed by walkthroughs, completion of student focus documents, and outcomes of reflections. Mentees will have the opportunity to observe teachers at various schools within the district as well as other schools in the grassroots charter school consortium.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015801

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

After the semester's master schedule is developed, the EEIP supervising teacher will create a schedule for classroom observations, ensuring that all teachers are observed during each class period at least once during the week, to drive discussion for the bi-weekly meetings they hold with teachers. The supervising teacher will also develop a schedule with teachers for their bi-weekly meetings. Ideally, these meetings would occur before or after school, but if time does not permit, substitutes will rotate to classrooms to cover for these 30-45 minute meetings. The observation rubric to be used will be the one developed by Youth Empowerment Services' Educator Effectiveness Process. The staff trained and deployed to observe teachers will be the EEIP supervising teacher and the EEP Expert Teacher Leader. The goals of pre-observation meetings will be to advise the observer of what the lesson will be. The goal of post-observation meetings will be to have the teacher reflect on the effectiveness of the lesson and changes to be made for future lessons.

By the end of the grant, the goal is to conduct multiple observations on 100% of the target population of educators using walk-through observations. Conducting classroom walk-through observations are a way to collaborate and get teachers to think about their thinking while teaching. Walk-through observations are transparent and are intended for immediate feedback and improvement. This will prepare teachers to make better decisions when planning effective lessons. A combination of educators such as teachers, administrators and vendors that have conducted walk-through observations thus far and have found them to be very effective. Providing mentors would satisfy the identified need for more frequent walk-through observations by increasing the frequency of the walk-through observations and increasing the overall teacher effectiveness.

Walk-through Observation Focus: The focus of the walk-through observations will be to help the teachers improve their teaching strategies and activities immediately within the actual lesson while the lesson is being presented. The walk-through observation process will change the culture of campus to one of constant learning by the target audience (educators) and motivate all educators to learn. It will become a factor in improving educator effectiveness and ensure increased student achievement.

The Boston Collegiate Protocol: The Boston Colleague protocol (BCP) was a process developed for observing lesson, meetings, and presentations from a video. The BCP has been modified for classroom observations has proven to be an effective tool to provide insight on changing strategies and activities to provide more effective teaching. The Boston Collegiate protocol is a comprehensive note taking process that allows educators to document everything seen and heard during quick walk-through observation of a classroom for no less than five (5) minutes and no longer than fifteen (15) minutes.

The Walk-through Observation Process: Everything that the teachers and students are doing and saying is recorded by the observer on the left side of the documentation sheet in the 'What do you see?' column. The observer then chooses two to three areas that could be improved, writing the suggestions on the right side of the documentation sheet under the 'What Would You Do?' column.

Follow-up Conference: Before leaving the classroom, the observer makes arrangements with the teacher to discuss what was observed. Discussing common objectives/ Identify teachable goals for the teacher: The observer then discusses a common expectation (objective) for the teacher based on the best practices observed. The observer documents suggestions on the right side of the BCP note-taking document numbering them making it easier for the teacher to make a selection from the goal set by the observer(s). This walk-through observation follow-up conference or post-observation should take place within 24 hours while the lesson strategies and activities are still fresh.

The collaboration that takes place in the discussion between the observer and the educator during this follow-up conference provides immediate feedback for the educator and a plan is made to make the improvements in the lesson using those 'teachable moments'. During this time teachers are able to reflected back on their lesson and make decisions on what need to be more effective. The observer plays an even more important part in this process as a

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second pair of eyes offering a fresh perspective. This will open teachers up to receiving feedback from other educators in a non-threatening manner. The written documentation received allows teachers to revisit the document to use the information to aide in other decisions improving their teacher effectiveness and guides them to make decisions on their own.

Walk-Through Observation Training: Educators will be given a half day training at the EEP Summer Institute on using the BCP and how to conduct the follow-up conference. Each teacher will be trained and supported through their first three (3) walk-through observations. Trainings will be offered to all staff allowing for teachers to receive more frequent feedback on their teaching strategies and activities, which will allow educators to make more effective decisions on improving their teaching.

The following educators may be trained on the walk-through observation process:

1. Teachers
2. Administrators
3. Vendors (Action 100 supervisors, PSP, ASP supervisors, etc.)

Teacher comments indicate that immediate feedback from the walk-through observations that have been completed provided valuable information in making immediate changes to their lessons. The walk-through observation process will be used to provide multiple evaluations to each individual teacher throughout the school year.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015801

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The goal of the Educator Effectiveness Process (EEP) is to improve the effectiveness of 100% of the target audience of educator's in EEP to ensure the increase in student achievement. The Formal Teacher and Principal Evaluation Processes in EEP are used to determine areas that need to be strengthened to increase that educator's effectiveness by improving strategies and activities. The scores from these evaluations are used to determine the individual incentive payouts based on the EEP PBCS. The "process" will work for those who believe that the "process" has value. The Formal Teacher and Principal Evaluation Processes are steps in a cycle of continuous improvement in educator effectiveness from observation and evaluation to feedback and constant improvement that will improve educator effectiveness and ensure increased student achievement.

The Formal Teacher Evaluation Process: Teachers will be evaluated using the multiple measures of the observation scores and value-added scores. Teacher will receive incentive payouts based on one of the following two models:

- ☐ The Core Subject Tested Model for teachers that teach a class with a high stakes test (Grades 3rd-9th) or
 - ☐ Observation cumulative weighted average score (50%-determined by the Teacher Evaluation Data System), the
 - ☐ Teacher Value-Added Student score (30%), and the
 - ☐ School-wide Value-Added score (20%).
- ☐ The Core Subject Not Tested Model for teachers whose classes do not take a high stakes test (i.e. Physical Education, Art, etc.).
 - ☐ Teacher Observation cumulative weighted average score (50%-determined by the Teacher Evaluation Data System) and the
 - ☐ School-wide Value-Added score (50%).

Both models use value-added scores that are determined through a collaboration of data analysis companies: Battelle for Kids, Eduteks and SAS-EVAAS. After Each observation, teachers input a self-evaluation score and at the end of the year it is determined if teachers have fulfilled their campus responsibilities using the Domain IV survey created by the teachers themselves. The self-evaluation scores and the Domain IV scores are used in the determination of the cumulative weighted average observation score.

The Formal Principal Evaluation Process: Principals are formally evaluated using the Principal Model based on the following multiple measures consisting of the following four components:

- 1) True EEP Implementation (40%), according to the EEP Implementation Fidelity Rubric
- 2) Adequate Yearly Progress (AYP) or other state accountability systems (10%),
- 3) Principal Observations (10%), and
- 4) School-wide value-added student performance data (40%).

The EEP Implementation Rubric is a comprehensive tool that guides the Principal in EEP implementation and provides criteria for each item of the Four Core Processes of EEP model. A mid-year check using this rubric is conducted by the campus leaders to determine any areas that are being overlooked. An end-of-the year EEP Implementation check is conducted by EEP Staff to determine any areas of need and to determine a score and create a Summative Report. This Summative Report is used by the Leadership Team to create an action plan to address any areas of need. Each school is required to meet state accountability by either meeting standards for the state or standards for the federal government. Principals will receive an average Principal Observation score based on their four (4) observations using the principal Observation Rubric that was developed to assess their leadership abilities. Principals will be observed three (3) times conducting a Leadership Team Meeting and one (1) time conducting a Teacher Post-Observation Conference by a certified Principal Observer. And finally, the principals will receive a School-wide Value-added score determined by SAS-EVAAS.

Observations: Teachers and principals receive four observations each year. One observation is announced and includes a pre-observation conference. All four (4) observations include a post-observation conference that will provide a reinforcement goal and a refinement goal to attain and promote professional development. The processes are transparent in that all participants are kept updated during the entire observation process. The processes do not happen to them; the processes happen with them, as they are instrumentally involved. Observations are based on the EEP

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Observation Rubric and the Principal Observation Rubric. The observations establish expectations, provide opportunity for focused feedback, and provide scores used to determine incentive payouts. Principals, teachers and students will benefit in many of the same ways—clarifying standards for a quality performance, and providing guidance and ongoing feedback about progress made towards reaching those standards.

The Observation Process: Teachers and principals are scored and assessed in writing, and compensation is tied directly to effective performance and development. The process is a very systematic one that can also serve as an ongoing professional development tool. It includes the following components:

- 1) A Pre-Observation Conference to review the lesson or meeting that will be assessed
- 2) An observation of that lesson or meeting;
- 3) A Post-Observation Conference Plan is created with scoring, planning and the development of a reinforcement goal (strength to be continued) and a refinement goal (area of need to be improved);
- 4) A Post-Observation Conference with the observed for review of the Post-Observation Conference Plan; and
- 5) Walk-through observations to determine the effectiveness toward the refinement goal established during the post-observation conference;

Certified Observers: Teacher Observation Certification Training is provided to all interested Principals, Administrators, and Leadership Team members. The intensive four day training involves understanding the EEP Teacher Observation Rubric, inter-rater reliability, the pre-conference and the post-conference, and concludes with the Teacher Observation Certification test. Principal Observation Certification Training is provided to all interested Superintendents, Principals, Administrators, and approved Leadership Team members. The intensive three (3) day training involves understanding the EEP Principal Observation Rubric, inter-rater reliability, the pre-conference and post-conference concludes with the Principal Observation Certification test. Participants must meet standard on the tests according to an outside independent agency.

Multiple Teacher Observations: The four (4) required teacher observations are conducted with a least one by the Principal or other certified Administrator, one observation conducted by the other Leadership team members. Since the intention of observations is not only to determine effectiveness, but to improve effectiveness, two observations will be held during the first semester and two observations will be held second semester. This cycle of observations and conferences are a central element in each teacher's ongoing embedded professional development.

The Teacher Observation Rubric: The standards-based EEP Teacher Observation Rubric provides a rigorous means for measuring teacher effectiveness through observation as it methodically establishes standards and expectations around researched-based proven detailed indicators and sub-indicators of performance effectiveness. The EEP Observation Rubric articulates teacher expectations by defining performance criteria, and how it is valued, at various levels of quality, from novice to expert using indicators and sub-indicators. It is designed to evaluate teachers' planning, instruction and assessment qualities. The Teacher EEP Observation Rubric is divided into the following domains:

- ☐ Domain I-Facilitating Student Learning,
- ☐ Domain II-Planning for Learning, and
- ☐ Domain III-Mental, Physical & Emotional Learning.
- ☐ Domain IV is an end of the year survey created by the teachers that concerning their campus responsibilities.

Levels of Proficiency: There are three levels of proficiency in the EEP Observation Rubric, which indicates that a teacher understands and implements research-based, subject specific instructional techniques.

The three levels of proficiency and associated scoring in the Teacher EEP Observation Rubric are as follows:

1. The Expert level with a value score of five (5) indicates above proficiency in instructional strategies and content knowledge (A teacher at the Expert level is providing the ideal learning environment for all students and requires minimum professional development);
2. The Career level with a value score of three (3) indicates proficiency in instructional strategies and content knowledge (The Career level score of three (3) indicates the starting point for teachers to develop goals for their Individual Growth Plans); and
3. The Novice level with a value score of one (1) indicates below proficiency in instructional strategies and content knowledge (Indicators at this level will be a focus for mentoring sessions and instructional support).

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015801

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Built into the school's academic calendar will be weekly meetings for examining data and using it to develop differentiated approaches for assisting students. Time will also be provided for weekly meetings for collaborative lesson planning. Because of the EEP program already in place, teachers meet weekly for professional development on implementation of the EEP rubric. Teachers will further be expected to meet twice a week with the EEP supervising teacher for coaching, feedback, and reflection. These meetings will be held before and after school. Finally, teachers will be receiving frequent professional development and will discuss and share pedagogical strategies.

In order for the target population of educators to grow and become more effective, the appropriate trainings are needed to improve their skills. It has been proven that allowing educators to increase their growth in areas throughout the school year by providing opportunities to collaborate and share strategies has played a large part in educator improvement.

The goal of the Educator Effective Process (EEP) is to provide strategies and activities through EEP professional development training, job-embedded professional development through Unit meetings, observation post-conferences and follow-up conferences, and targeted professional development. The identified need of providing mentors would ensure individual growth through collaboration, assisting teachers in fulfilling the goals in their Individual Growth Plans. This would enhance the ongoing effort to provide opportunities for regular collaboration to 100% of the target population (educators) and improve professional growth throughout each school year. EEP provides ongoing opportunities to ensure that educators are collaborating, discussing, and sharing strategies and activities that will improve their effectiveness and increase student performance. The weekly Leadership Team meeting promotes collaboration among campus leaders and the Unit meeting is a professional learning community for the Career Teachers. Job-embedded professional development takes place when data is discussed, inter-rater reliability activities are conducted, and instructional strategies are applied that help educators become more effective.

Weekly Leadership Meetings: The Leadership Team is the Principal, the Expert Teacher Leader(s) (ETLs), and/or the Career Teacher Leader(s) (CTLs). The number of ETLs and CTLs is determined by the amount of teachers. Meetings are scheduled to be one hour and the agenda is limited to two (2) topics of discussion in order to ensure that those topics are thoroughly discussed and a plan is made to address those topics. Leadership Team members are trained on the effective facilitation of the weekly Leadership Team meeting. Roles are assigned at each meeting and rotated to ensure that all participants are capable of fulfilling each role, thereby providing job-embedded professional development.

The following roles are assigned to meeting participants for all EEP meetings:

- Leader
- Facilitator
- Scribe
- Time Keeper
- Gate Keeper
- Meeting Participants

Collaboration between leadership members occurs during the following activities:

- Discuss data,
- Discuss and revise school goals according to data,
- Conduct inter-rater reliability activities,
- Determine actions needed for a Teacher in Need of Assistance (TINA),
- Determine strategies to improve teacher effectiveness presented in Unit meetings, and
- Determine strategies to improve student achievement.

The Leadership Team focuses on actions that need to be taken, not just topics that need to be discussed. Leadership meetings are the foundation of EEP implementation and it is the Leadership Team's role to monitor all aspects of the Educator Effectiveness Process according to the EEP Implementation Fidelity Rubric.

Unit Meetings: The Expert Teacher Leader or the Career Teacher Leader facilitates the weekly Unit meetings. Each Unit meeting group consists of six (6) to eight (8) career teachers. Unit meeting records are prepared 24 hours in advance by

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the Leadership Team member with the topic determined by the Leadership Team based on data. The Unit meetings allow educators to dig deeper, collaborate and discuss topics and strategies for improvement using the EEP Observation Rubric as a guide. Collaboration occurs during these weekly Unit meetings when the ETL/CTL guides the Career Teachers in reviewing high, medium, and low student work samples to identify gaps and/or check the progress of the strategy presented at the previous meeting. The facilitator presents a strategy to address the area of need and connects that strategy to an EEP Rubric indicator that can be immediately implemented into current lessons. The following Unit Meeting protocol keeps the Unit focused and allows time for the teachers to experience the strategy from the students point of view, plan implementation into their current lesson plan, schedule follow-up observations or support in the classroom through modeling or team teaching (an excellent opportunity for a mentor), and reflect on the connection of the strategy, the EEP Rubric indicator and the students area of need.

Unit Meeting Protocol

1. Review Need (5 minutes)
2. Learn/Facilitate (20 minutes)
3. Develop/Plan (15 minutes)
4. Schedule (5 minutes)
5. Reflect (5 minutes)

Unit Meeting Topics: It is important for the leadership team to strategically choose Unit topics that address areas of need that will facilitate the achievement of the school goal. Teachers are able to identify critical attributes or any modifications required for students to demonstrate mastery of the targeted skill. Each Unit meeting begins by making connections to the previous meeting, school goal, and/or unit goal. These connections tie directly to growth in student achievement and Individual Growth Plans of teachers.

Unit meeting Facilitation: The Expert Teacher Leader and/or the Career Teacher Leader conduct Unit meetings. The meetings allow teachers time to practice the new learning fully for immediate and real-time application. The Unit Meeting Records are used to plan and carry out unit activities. Unit meeting records and unit meeting sign-in sheets, along with all other EEP meeting agendas, sign in sheets, minutes, and materials presented, are organized in an EEP Binder. "I have seen a change in the teachers since we have been having our unit meetings. They seem to have a better understanding of what we are expecting when we refer to effective teaching," stated one Career Teacher.

Unit Leaders need to be aware that effective unit meetings include three essential parts:

1. Student Analysis- Analyzing student work samples to identify gaps.
2. Develop New Strategies -New strategies can be an extension of other strategies based on a gap that was identified in the student work samples. Therefore, "tweaking" a portion of strategies is acceptable.
3. Time Management- Time must be provided to teachers, and must be effectively managed, to develop new strategies and incorporate the strategies into their lesson plans

Walk-Through Observations: Finally, campuses will conduct Walk-through observations during the week to ensure that all career teachers are receiving the feedback, and support needed for implementing the strategies used in Unit. The process will take no longer than 10-15 minutes to observe strategies and provide immediate feedback. The observer should be able to see the new learning during this time. The observer will schedule time with the Career Teacher to provide feedback on what was observed for that same day to provide immediate feedback. This collaboration allows career teachers to make immediate improvements in their lessons to move toward the overall goal of improving teacher effectiveness that leads to student achievement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015801

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

- 1) Create an observation schedule.
- 2) Conduct post-conferences with the teacher(s).
- 3) Identify spots on the academic calendar for professional development to occur.
- 4) Register teacher(s) for the professional development and/or facilitate substitutes for teachers to be in training.

Data! Data! Data! Every decision in the Educator Effective Process (EEP) is based on data. Whether it is observational data from Walk-through Observations or Formal Observations or academic data from teacher generated tests to state required tests, the data tells the story. The goal of the Educator Effectiveness Process (EEP) is to improve educator effectiveness using collective data to ensure the increase in student achievement. To do this we must look at all of the data. Data indicates areas of strength and areas of need of the target audience of educators.

Data can determine which students are in need of improvement and in what areas and it can determine which educators are in need of improvement and in what areas. It is important for the leadership team to strategically select Unit meeting topics for the weekly Unit Meetings. These topics are based on data. Strategies and activities must align with the school plan and unit goals, which are all based on data. Strategies will be student-based and will provide a tool or process that can be used to verify the strategy's effectiveness. Teachers must be able to identify critical attributes or any modifications required for students to demonstrate mastery of the targeted skill.

The Unit Meeting: The unit meeting is a professional learning community. Job-embedded professional development takes place when instructional strategies are presented to the Career Teachers to address specific student gaps and increase teacher effectiveness. The Expert Teacher Leader and/or the Career Teacher Leader will conduct the Unit meetings. Strategies are studied and applied during these strategy-driven meetings. All Unit members receive instruction on strategies for immediate classroom application by the Expert Teacher Leader (ETLs) and/or Career Teacher Leaders (CTL's). ETLs/CTL's also provide support between Unit meetings by request through modeling, team-teaching, and through observation with reflective feedback. Walk-through observations with follow-up reflective feedback, will allow the ETLs and CTL's to evaluate the implementation of the provided instructional strategies.

The Unit Meeting Protocol: An effective Unit meeting follows a specific five (5) step protocol to ensure maximum professional development in a minimum amount of time. The steps are as follows: 1) Review Need, 2) Learn and Facilitate using the Powerful Learning (Authentic, Interactive, Learner-centered, Inclusive, and Continuous), 3) Develop/Plan, 4) Schedule, and 5) Reflect. The Unit meetings allow teachers time to practice the new learning fully for immediate and real-time application.

1) Review Need: Each Unit meeting begins by making connections to the previous meeting, school goal, and/or unit goal. These connections tie directly to growth in student achievement and Individual Growth Plans of teachers. The unit meeting participants identify gaps in student work by bringing work samples of high, medium, and low quality as aligned to learning from previous unit meeting. The ETL/CTL and Unit meeting participants discuss student work presented to assist in closing the gap to ensure students are receiving the most effective teaching practices. The ETL/CTL connects the items reviewed to the indicator or strategies being learned in the current unit meeting.

2) Learn and Facilitate: The ETL/CTL provides a new EEP Observation Rubric indicator or research-based strategy to be learned. Unit meeting participants are provided with handouts focusing on the research-based strategy and/or EEP indicator that the participants will learn and be able to immediately implement in their classroom. A lesson is provided presenting the strategy or indicator that follows the Powerful Learning strategies: Authentic, Interactive, Learner centered, Inclusive and continuous to model effective teaching practices for the Unit meeting participants. Unit participants are able to participate in the Unit meeting and receive the new learning from a student perspective with the ETL/CTL constantly modeling effective teaching practices. The Unit meeting participants ask questions to ensure understanding of the new research-based strategy and/or EEP indicator being taught and the ETL/CTL uses Assessment Prompts throughout the meeting to ensure the Unit participants understand the new learning and are able to immediately implement in their classrooms.

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3) Develop/Plan: Unit meeting participants bring their current lesson plans to immediately implement the new learning. Unit meeting participants are developing and planning lessons based to include the research-based strategy and/or EEP indicator learned during the current Unit meeting. The ETL/CTL uses coaching skills to assist in deeper understanding and thorough development by the Unit members for accurate application. Additionally, during these interactions, the ETL/CTL teachers internally note the type of follow-up support needed for each member.

4) Schedule: Unit meeting participants sign up for a walk-through observation by the ETL/CTL to show immediate implementation of research-based strategy and/or EEP indicator that was modeled in the current Unit meeting. A walk-through observation follow-up will occur to discuss the implementation of the research-based strategy and/or EEP indicator that was learned during that particular Unit meeting. Unit meeting participants are asked to provide samples of student work at a high, medium and low level for the next Unit meeting to show implementation of research-based and Strategy and/or EEP indicator.

5) Reflect: Unit member participants reflect and summarize their new learning in their Unit meeting binder.

The Unit Meeting Record: It is designed much like a lesson plan and used to plan and carry out unit activities. Unit meeting records and unit meeting sign-in sheets, along with all other EEP meeting agendas, sign in sheets, minutes, and materials presented, will be organized in an EEP Binder.

Walk-Through Observations: A five (5) to (15) minute classroom observation used to determine the implementation of a Unit Meeting strategy –or- to determine any area of need within a classroom. The walk-through observation may be requested by a teacher in need of assistance (TINA) that is requesting help with a specific area of need, or it may occur unannounced. Walk-through observations are conducted daily to ensure that teachers are implementing the strategies they are learning in the Unit Meetings and other professional development training. Of course, “A walk-through is not a walk-through without a follow-up conference.” To continue the EEP cycle of professional development, a walk-through observation follow-up conference is held as soon as possible (preferably that same day) to provide immediate feedback to the teacher observed and discuss what was seen in the classroom –an area that was effective and an area that needs improvement. At that follow-up conference an immediate plan is made to improve that area of need and set a goal for the next walk-through observation resulting in job-embedded professional development.

PD360: PD360 is an on-line program that enables professional development (PD) to be delivered on-site via the Internet instead of staff leaving campus. PD360 offers opportunities for job-embedded Professional development that can be completed according to each individual's professional schedule and each individual's area of need according to their Individual Growth Plan (IGP). It can be also be used for Unit or school-wide meetings. PD360 provides on-line videos that model research-based practices for any area of need that your data shows needs improving and has a system for reflective follow-up and feedback to ensure new teaching strategies are being used. PD360 provides a platform for teachers to network online with other TTIPS campuses, and teachers across the state and country and provides a site to share documents and resources among campus staff and with other TTIPS campuses using PD360. Administrators and teacher leaders can access usage reports to evaluate teachers' usage, application, and reflections on their professional learning.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015801

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

We have developed a strategic compensation plan to address our needs and develop our program. This compensation is based on responsibilities that align to student improvement and teacher growth. Our proposed program allows for not only teacher compensation but also salary and stipend for the Teacher Supervisor (mentor). The mentor teacher would ideally have a master's degree as well as certification in a core content area and at least 3 years of experience in the classroom. The candidate must provide the principal with performance appraisals for each year of experience, with at least 2 years being rated Exceeding Expectations. Their effectiveness and fidelity to the guidelines will be evaluated by the campus leadership team twice a year as well as through mentee evaluations. The Teacher Mentor salaries will be set at 45,000 with an opportunity to earn \$5,000 at the end of the school year, depending on the success of their implementation and the success of their mentees.

The mentor will meet with the teacher weekly to discuss observations, provide assistance, and review lessons. At the end of the first 30 days, the mentor teacher will re-establish goals for the teacher to meet. At the end of 60 days of employment, the mentor will identify goals for the teacher to work on. Not only will they focus on areas of improvement, but also emphasize positive behaviors and strategies to continue. After the 90-day probationary period, the effectiveness of the teacher will be evaluated. Those teachers who are deemed effective and meeting/exceeding expectations will have their probationary status removed and will be eligible for the initial incentive. The teachers deemed ineffective or still needing improvement will be evaluated for termination or another opportunity to show improvement. Reflections and willingness to improve will be the most important aspect of this decision. If the teacher is given the opportunity to continue the probationary period after the initial 90 days, the teacher will have no more than 30 additional days to show growth. At this time, if the teacher continues to be determined as ineffective, the teacher will be replaced. The teachers who are no longer on the probationary period will continue to be monitored weekly, and are eligible to receive scheduled incentives at 90-day intervals. Teachers who needed the additional 30 days are not eligible for the initial incentive, but will be for the 180-day incentive and the 270-day. Teacher effectiveness will be evaluated through student growth, fidelity to the EEP process, and student evaluations. The teacher will be eligible for the retention bonus after completing at least 60 days the following school year.

The incentive schedule for **teachers** is as follows:

90 Day- \$5000 – The initial disbursement of incentive funds is scheduled for approximately 90 days after the first day of school. Estimated date of delivery is December 1, 2014.

180 Day - \$1500 – The second disbursement will be issued after a successful evaluation approximately 180 days after the first day of school. Estimated date of delivery is March 1, 2015.

270 Day - \$1500 – The final incentive disbursement will be issued after a successful evaluation of effectiveness approximately 270 days after the first day of school. Estimated date of delivery is June 1, 2015.

Following School Year Retention- \$2000 – The final disbursement of funds will be disbursed after the first 60 days of school the following school year. Estimated issue date is November 1, 2015.

Total Incentive/Retention Package Disbursement:
\$10,000 per teacher.

The Teacher Supervisor will receive a single disbursement of \$5,000. Disbursement will be in accordance with the final incentive pay for the teachers, approximately June 1, 2015. However, the Teacher Supervisor incentive will be directly correlated to the success of their mentees. If all the teachers receive successful evaluations, the Teacher Mentor will be eligible to receive the full stipend. The percentage of payment equals the percentage of teachers that meet all effectiveness criteria.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015801

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Recruitment

We will utilize different methods of recruiting effective teachers. We will offer a sign on incentive package that will include various items from technology to monetary payments. The incentives, however, will be based on teacher effectiveness as observed throughout the year as well as a retention bonus for returning the following year. In order to find the most effective teachers we will use different modalities of advertisement: print, internet job banks, as well as job fairs and community events. It is our goal to find the teachers that understand our population, have been successful with the population, or show the qualities of the teachers we believe will be successful with this population. We believe that this will increase our applicant pool not only in numbers, but in quality; especially those with advanced degrees in their respective field. This will improve our chances of finding teachers that have the necessary skills to be successful and fulfill our mission.

Hiring-

Once we have developed our applicant pool, we will begin to determine which candidates are the most suitable for our campuses. We will redevelop our hiring process to be more of a holistic approach, not only looking at specific teaching abilities or qualifications, but also delve into personality, ethics, and situational decision making. We will incorporate this through our screening and interview processes. This will include personality inventories, real world scenarios, and surveys. We will also look at beliefs about collaboration, cross curricular instruction, as well as beliefs and strategies to deal with reluctant learners. We want our teachers to be able to think outside the box and be proactive in their classroom management techniques. We will also be able to understand the teacher's willingness to participate in extracurricular events, committees, and flexibility in teaching various CTE courses. We strive to find teachers willing to not only step outside of their comfort zone but facilitate the students doing the same. We are also going to hire four instructional aides at each school that will provide support for content area teachers.

Teacher candidates will be rated based on various aspects. Prior appraisals will be reviewed for teacher proficiency as determined by evaluation criteria. Test scores from prior students if available for the past 2 years, if applicable. College transcripts and/or proof of alternative certification will be examined for highly-qualified status. The quality of the educator prep program, whether alternative or traditional, will be researched by Teacher Supervisor. The teacher supervisor will visit the local education prep programs including traditional and alternative programs. Other programs will be reviewed based on data found online. We will use surveys to identify teacher strategies and beliefs about collaboration and dealing with reluctant learners. The survey will include open ended responses to evaluate their decision making abilities given certain scenarios. Each new teacher candidate will be asked to teach a mock lesson. The teacher will be given no more than two days to prepare a lesson in their content area. We will examine how they interact with the students, reach reluctant learners, and help struggling students. Following the lesson, we will ask the teachers to reflect on their performance, student performance, and how they would determine if re-teaching is necessary.

Determination of quality teacher candidates will be made through a combination of factors that have historically indicated success with our district population. All factors will be taken into consideration when making hiring decisions. The campus leadership team and teacher supervisor will collaborate to hire the most effective teacher.

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County-district number or vendor ID: 015801

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

During the course of a school year, teachers have the opportunity to expand their influence by mentoring other teachers, delivering professional development to their peers during campus meetings, workshops with other members of the grassroots charter school consortium, and regional educator improvement conferences. Teachers who are effective in their current roles are frequently selected for additional training, such as certification to be classroom observers. These teachers may also be tapped to collaborate with struggling peers on classroom management, lesson planning, and integrating technology. Additionally, teachers who show promise are selected to receive financial assistance toward gaining additional certifications, continuing education credits, and college credit. Teachers have the potential to be selected as Career Teacher leaders, Expert Teacher leaders, or other members of the campus or district leadership team.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015801

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Por Vida Academy is not seeking a wavier for any section of TEC §21.7011 applicable to charter schools.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Por Vida Academy is not seeking a wavier for any section of TEC §21.7011 applicable to charter schools.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015801

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Por Vida Academy is not seeking a wavier for any section of TEC §21.7011 applicable to charter schools.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Por Vida Academy is not seeking a wavier for any section of TEC §21.7011 applicable to charter schools.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015801

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Without these grant funds, we will not be able to either attract motivated, effective teachers or keep them from year to year, due to compensation disparities versus traditional school districts. These grant funds would be a supplement to the teacher's base salary, awarded based on effectiveness and fidelity to the program. Further, without these funds, the district would be unable to attract and compensate experienced mentors, hire content-area instructional aides, and install a Master's-level teacher supervisor.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015801

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Upon receipt of grant funds, the recruiting process begins. By May 1, 2014, the district will post job openings on various internet job banks, attend job fairs, and communicate with local universities to identify prospective teachers and mentors. By June 1, 2014, the teacher supervisor and the new teachers will be hired and begin training for their mentorship roles. By August 1, 2014 the teachers and supervisors will attend a mandatory district orientation as well as professional development in effective instructional strategies. The orientation will include the opportunity to gain a clear expectation of their positions, understanding of the documentation policies, and the resources available. Between this time and the beginning of the campus specific orientation, August 11, 2014, the teachers will have an assigned mentor and begin to build their relationship. Both the teachers and the mentors will have an opportunity to work together on lesson planning and instructional strategies, establish goals, and identify anticipated needs. Between the first day of school, August 25, 2014 and October 1, the mentor/mentee relationship will consist of teaching, modeling, and refining their abilities. The goals set by the team will be reexamined. The mentor will meet with the teacher weekly to discuss observations, provide assistance, and review lessons. During this time, the mentor will make daily walk-throughs, evaluate lesson plans and instruction, and continue to meet with teachers weekly. At the end of the 60 days employment, on or around November 1, 2014, the mentor and mentee will reevaluate needs and goals for the teacher to work on. Not only will they focus on areas of improvement, but also emphasize the positive behaviors, strategies, etc. to continue implementing. After the 90 day probationary period, about December 1, the overall effectiveness of the teacher will be evaluated. Those teachers that are deemed effective and meeting/exceeding expectations will have their probationary status removed and will be eligible for the initial incentive. The teachers deemed ineffective or still needing improvement will be evaluated for termination or another opportunity to show improvement. Reflections and willingness to improve will be the most important aspect of this decision. We do not want to allow teachers to stay if deemed ineffective. A teacher may be given the opportunity to continue the probationary period after the initial 90 day period; however, the teacher will have no more than 30 additional days to show growth. By January 5, 2014, all teachers determined as ineffective will be replaced. The teachers who are no longer on the probationary period will continue to be monitored weekly, and are eligible to receive the incentives at 90 day intervals, if they continue to prove effectiveness. The teachers who needed the additional 30 days are eligible for the 180 day incentive and so forth. On or about March 1, 2015 the next round of incentives will be dispersed, pending their evaluations. The next available incentive will be dispersed at the end of the school year. Teachers returning to the campus the following year will be eligible for the retention bonus on or about November 1, 2015, roughly 60 days after the school year begins. The schedule for the 2nd year of the program will be similar to the first.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015801

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The teachers in our district are open to the opportunities which present themselves with the EEIP program. They welcome the additional professional development opportunities as well as the presence of teaching assistants in the classroom. The personnel who will be most directly affected by the requirements of the program are already performing some of the functions built into the EEIP program and look forward to a more formal process which will allow them to earn monetary supplements to their salary which would prevent them from looking for employment elsewhere, so they can continue to work with a demographic they feel is underserved.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grant participation will be district-wide. The campuses within our district are Por Vida Academy, Corpus Christi College Prep and Cesar Chavez Academy.

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